

Killer Angels: Enduring Conflict, Division, War, and Reconstruction

Grade 8- History/English Language Arts

Duration: 1-4 days

Essential Questions:

How does facing challenges shape identity?

How is history perceived through the characters' eyes?

Skills Objectives:

1. The students will locate information through the use of a variety of primary and secondary sources.
2. The students will use research skills in order to evaluate, select, record, and reorganize information for an independent study project.

Content Objectives:

1. Students will be able to analyze primary sources for historical roles, perspectives, policies.
2. Students will be able to show connections between the Battle of Gettysburg, as a historical event, and social and military developments.

Massachusetts Curriculum Frameworks:

Strand: Composition

Grade Span: 7-8

Standard: *Writing - Students will write with a clear focus, coherent organization, and sufficient detail.*

19.21 Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.

Strand: Concepts and Skills

Grade Span: 8-12

Standard: *History and Geography*

5. Explain how a cause and effect relationship is different from a sequence or correlation of events. (H) (C) (E)

6. Distinguish between long-term and short-term cause and effect relationships. (G) (H) (C) (E)

7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (G) (H) (C) (E)

Strand: U.S. History I: The Revolution through Reconstruction, 1763-1877

Grade Span: 8-12

Standard: *The Civil War and Reconstruction, 1860-1877*

USI.38 Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. People: a. Ulysses S. Grant b. Jefferson Davis c. Robert E. Lee Battles: d. the Massachusetts 54th Regiment and the Battle at Fort Wagner e. Antietam f. Vicksburg g. Gettysburg (H)

Background:

The Killer Angels is a novel about the battle that occurred in Gettysburg, Pennsylvania during the Civil War. Much has been written about the Battle of Gettysburg, and many people find it the most important battle of the Civil War. What happened at that battle? Who was involved? What were they fighting about anyway?

The Battle of Gettysburg and other topics related to the Civil War are still of great interest today. Through the use of primary sources, available from The National Archives, The Library of Congress and each state's military archives, a greater perspective can be obtained in order to better understand events and their effect on the people who lived them and the history.

Introduction:

The teacher will direct the students to design a project on a topic related to *The Killer Angels*, such as camp life, medical issues, military tactics, etc., and present the project to the class. The students will need to use appropriate research techniques to obtain information referring to their chosen topic. They will have to research primary sources such as journals, letters, accounts, photographs/images and newspaper articles in order to locate information that will enhance understanding of aspects of the novel as they pertain to the events of the Battle at Gettysburg and the Civil War.

Guided Practice:

1. The teacher will provide sample websites
<http://www.civilwaralbum.com/gettysburg> ,
<http://www.nps.gov/gett/getttour/voices.htm> ,
<http://www.civilwaralbum.com/gettysburg/cashtown1.htm> ,
<http://www.civilwaralbum.com/gettysburg/cashtown1.htm> for the students to bookmark their computers (book marking websites allows for less “surfing “ by the students and provides a means of focus on their topic).
2. The teacher will choose one primary document or image to analyze and utilize to answer the essential questions; How does facing challenges shape identity? How is history perceived through the characters' eyes?

Independent Practice:

1. Students will use time to visit bookmarked websites to gain research on the perspectives of individuals closely connected to the Battle of Gettysburg as depicted in the historical novel, *Killer Angels*. They will choose a topic related
2. Upon completing their research the students will choose their means of conveying information to present to the class. They will be able to select possible presentations from the lists below;

(Samples of possibilities for student projects)

(Underlined choices – click on the underlined word to see performance rubric.)

<i>Written</i>		
advertisement sell a product	biography tell the story of someone's life	book report discuss a book in depth
brochure create a pamphlet describing a place or product	crossword puzzle create a puzzle based on your topic	editorial give your opinion
experiment record record the data from a scientific experiment	game construct a fun activity for a small group	journal record your feelings and thoughts on your topic
letter write a letter about your topic	log record the data you collect and the steps you took	magazine publish a magazine about your topic
Memo write an informative note to your classmates	newspaper publish a newspaper about your topic	play write a play about your topic
Proposal devise and promote a plan of action	questionnaire construct a tool to conduct a survey	research report thoroughly explore a topic
report discuss results of a topic exploration	script compose a script for a radio or tv show	test prepare a test for your classmates to test knowledge

Oral

audiotape record a tape about your topic	debate support a point of view in a group discussion	<u>panel discussion</u> facilitate a group discussion on your topic
dramatization recreate a moment relating to your topic	interview discuss your topic with an expert in the field	<u>oral report</u> verbally relate information about your topic
Play produce a play about your topic	rap compose a rap song about your topic	<u>skit</u> produce a short scene about your topic
Song compose a song about your topic	story write a fiction story about your topic	teach a lesson prepare a lesson plan for your classmates

Visual

advertisement sell your product using a radio or tv commercial	banner design a large banner	cartoon create a cartoon about your topic	collage construct a visual which describes your topic
collection assemble a group of objects which represent your topic	construction build an object related to your topic	design create a design relating to your topic	diagram draw a visual representation of your topic
<u>display/bulletin board</u> create a visual which explains your topic	diorama construct a 3-D representation of your topic	drawing create a simple representation relating to your topic	filmstrip create a filmstrip about your topic
graph construct a graph representing your topic	map create a map of places relating to your topic	model construct a physical representation of your topic	painting create a painting in oil, acrylic or watercolor
<u>poster</u> design a poster to inform	<u>scrapbook</u> compile a book of objects relating to your topic	sculpture create a sculpture relating to your topic	<u>slide show</u> create a slide show about your topic
<u>multimedia</u> create a multimedia product using presentation software (PowerPoint/Hyperstudio/KidPix)	story write and illustrate a story about your topic	<u>videotape</u> produce a video about your topic	<u>web page</u> construct a page to be published electronically

**Student Self-Assessment Rubric
for Research Module**

QUESTIONING

4	My question is clear, well-focused and requires high level thinking skills in order to research.
3	My question is clear and well focused. My question requires moderately high level thinking skills.
2	My question is incomplete and unclear. My teacher needed to help me form a question.
1	I was unable to come up with a research question.

PLANNING

4	I made really good use of my time. I was able to remain focused on the tasks and make changes when I needed to. I was able to develop a clear method to organize my information. I was able to make revisions in my plan when needed.
3	I was able to work within the time frame my teacher gave me. I was able to develop a system to organize my information. I was able to make revisions with help from my teacher.
2	I needed teacher help to list and organize what I needed to do. There are some steps missing in my planning. I made revisions with teacher help.
1	I was unable to come up with an organized plan and work within the time limits.

GATHERING

4	I used a variety of resources and carefully selected only the information that answered my question. I was able to continually revise my search based on information I found.
3	I used many resources to find information that answered my question. I tried at revising my search, but had some problems doing so.
2	I used 1 or more sources. Original question or focus guided my search, although I should have made revisions. I made errors in selection of references.
1	I lost focus during the gathering process and therefore my information was not accurate and complete.

SORTING

4	I thoroughly selected and organized information that answered my question in a organized way. I selected information that was appropriate.
3	I sorted information and organized information that answered my question without too many errors.
2	I tried to organize the information I found, but I made some mistakes. I wasn't able to completely stay focused on information that would answer my question.
1	I was unable to sort and organize the information I found to answer my question.

SYNTHESIZING

4	I used the information I found in a meaningful way to create an original product that clearly answers the question with accuracy, detail and understanding.
3	My product answers the question in a way that reflects learning using some detail and accuracy.
2	My product is not complete and only answers part of the question.
1	My product is incomplete and contains missing details and it isn't completely accurate.

**Teacher Assessment Rubric
for Student Research Module**

QUESTIONING

4	The question is clear, well-focused and requires high level thinking skills in order to research.
3	The question is clear and well focused. The question requires moderately high level thinking skills.
2	The question is incomplete and unclear. The teacher needed to help form a question.
1	Was unable to come up with a research question.

PLANNING

4	Made really good use of time. Was able to remain focused on the tasks and make changes when needed. Was able to develop a clear method to organize the information. Was able to make revisions in the plan when needed.
3	Was able to work within the time frame the teacher gave . Was able to develop a system to organize information. Was able to make revisions with help from the teacher.
2	Needed teacher help to list and organize what was needed to do. There are some steps missing in the planning. Made revisions with teacher help.
1	Was unable to come up with an organized plan and work within the time limits.

GATHERING

4	Used a variety of resources and carefully selected only the information that answered the question. Was able to continually revise the search based on information found.
3	Used many resources to find information that answered the question. Tried revising the search, but had some problems doing so.
2	Used 1 or more sources. Original question or focus guided the search, although should have made revisions. Made errors in selection of references
1	Lost focus during the gathering process and therefore the information was not accurate and complete.

SORTING

4	Thoroughly selected and organized information that answered the question in a organized way. Selected information that was appropriate.
3	Sorted information and organized information that answered the question without too many errors.
2	Tried to organize the information found, but made some mistakes. Wasn't able to completely stay focused on information that would answer the question.
1	Was unable to sort and organize the information found to answer the question.

SYNTHESIZING

4	Used the information found in a meaningful way to create an original product that clearly answers the question with accuracy, detail and understanding.
3	The product answers the question in a way that reflects learning using some detail and accuracy.
2	The product is not complete and only answers part of the question.
1	The product is incomplete and contains missing details and it isn't completely accurate.

TOTAL POINTS _____

COMMENTS _____

Student's Name: _____

Teacher: _____

Resources:

1. Shulze, Bruce. Gettysburg, a Virtual Tour <http://www.civilwaralbum.com/gettysburg>
2. [Gettysburg National Military Park Virtual Tour](http://www.nps.gov/gett/getttour/voices.htm)<http://www.nps.gov/gett/getttour/voices.htm>
3. The U.S. National Archives and Records Administration <http://www.civilwaralbum.com/gettysburg/cashtown1.htm>
4. Shulze, Bruce. Gettysburg, a Virtual Tour. <http://www.civilwaralbum.com/gettysburg/cashtown1.htm>